

Accolades

The teacher preparation program demonstrates exemplary collaboration with arts and science faculty through ongoing dialogue about the preparation and evaluation of candidates.

There is a strong commitment to computer-based technology and to distance education that facilitates the technological skills and preparation of candidates.

Exceptional work space is provided for faculty, candidates and off-campus learning centers in support of a conducive learning environment.

Recommendations

The unit should ensure that systematic and regular discussions are occurring on the development of teacher candidates' knowledge and skills.

The unit should ensure that systematic and regular discussions are occurring on the development of administrator candidates' knowledge and skills.

All programs should develop and implement an explicit plan, including responsibilities, timelines and expected outcomes, to ensure candidates have the opportunity to interact with diverse faculty, candidates and P-12 students.

The unit's assessment system for teacher preparation needs to become more systematic and thorough in its collection and analysis of candidate data.

The unit's assessment system for Educational Administration needs to become more systematic and thorough in its collection and analysis of candidate data.

The unit needs to ensure that programmatic data are being collected, analyzed, and disseminated.

The unit needs to collect and analyze more systematic data related to unit operations for all programs.

The unit needs to conduct additional validity and reliability studies of its measurements for all programs.

The unit needs to make clearer linkages between its assessments and the conceptual framework.

The unit needs to ensure that all faculty members are using the electronic system of data collection and evaluation.

For all programs, data needs to be systematically collected, compiled, summarized, analyzed, and reported publicly to multiple audiences.

For the teacher preparation program, candidate data needs to be more regularly aggregated and thoroughly analyzed for emerging trends within the program.

For the educational administration program, candidate data needs to be more regularly aggregated and thoroughly analyzed for emerging trends within the program.

For all programs, placement data needs to be more thoroughly and regularly analyzed to determine if there are programmatic changes that need to be made.